

**ASSEMBLY BILL**

**No. 833**

**Introduced by Committee on Education (Goldberg (Chair),  
Arambula, Coto, Hancock, Liu, Mullin, and Pavley)**

February 18, 2005

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An act to amend Section 52055.640 of the Education Code, relating to the High Priority Schools Grant Program, and declaring the urgency thereof, to take effect immediately.

LEGISLATIVE COUNSEL'S DIGEST

AB 833, as introduced, Committee on Education. Textbooks and instructional materials.

Existing law establishes within the Public Schools Accountability Act of 1999 and the High Priority Schools Grant Program, and requires a school district that has a school participating in the program to submit to the Superintendent of Public Instruction a report that includes specified information.

Existing law requires that the information included in the above-described report include, among other things, the availability of instructional materials in core content areas that are aligned with the academic content and performance standards, including textbooks for each pupil, including English language learners.

This bill would require schools that initially apply to participate in the program after the 2004-05 fiscal year, or after the effective date of this measure, whichever date occurs later, to measure the availability of instructional materials, as specified.

This bill would declare that it is to take effect immediately as an urgency statute.

Vote:  $\frac{2}{3}$ . Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

*The people of the State of California do enact as follows:*

SECTION 1. Section 52055.640 of the Education Code is amended to read:

52055.640. (a) As a condition of the receipt of funds for the initial and each subsequent year of funding pursuant to this article and to ensure that the school is progressing towards meeting the goals of each of the essential components of its school action plan, each year the school district shall submit a report to the Superintendent of Public Instruction that includes the following:

(1) The academic improvement of pupils within the participating school as measured by the tests under Section 60640 and the progress made towards achieving English language proficiency as measured by the English language development test administered pursuant to Section 60810.

(2) The improvement of distribution of experienced teachers holding a valid California teaching credential across the district. Commencing with the 2004–05 fiscal year, for a school district with a school initially applying to participate in the program on or after July 1, 2004, the report shall include whether at least 80 percent of the teachers assigned to the school are credentialed and the number of classes in which 20 percent or more pupils are English learners and assigned to teachers who do not possess a certificate issued pursuant to Section 44253.3, 44253.4, or 44253.7 or have not completed training pursuant to Section 44253.10, or are not otherwise authorized by statute to be assigned to those classes. This paragraph does not relieve a school district from complying with state or federal law regarding teachers of English learners.

(3) The availability of instructional materials in core content areas that are aligned with the academic content and performance standards, including textbooks; for each pupil, including English language learners. *A school that initially applies to participate in the program after the 2004–05 fiscal year, or after the effective date of the amendments enacted by Assembly Bill \_\_\_\_\_ in the 2005–06 Regular Session, whichever date occurs later, shall measure the availability of textbooks and instructional materials against the definition of “sufficient textbooks or instructional materials” in subdivision (c) of Section 60119.*

1 (4) The number of parents and guardians presently involved at  
2 each participating ~~schoolsites~~*schooltime* as compared to the  
3 number participating at the beginning of the program.

4 (5) The number of pupils attending afterschool, tutoring, or  
5 homework assistance programs.

6 (6) For participating secondary schools, the number of pupils  
7 who are enrolled in and successfully completing advanced  
8 placement courses, by type, and requirements for admission to  
9 the University of California or the California State University,  
10 including courses in algebra, biology, and United States or world  
11 history.

12 (b) The report on the pupil literacy and achievement  
13 component shall be disaggregated by numerically significant  
14 subgroups, as defined in Section 52052, and English language  
15 learners and have a focus on improved scores in reading and  
16 mathematics as measured by the following:

17 (1) The Academic Performance Index, including the data  
18 collected pursuant to tests that are part of the Standardized  
19 Testing and Reporting Program and the writing sample that is  
20 part of that program.

21 (2) The results of the primary language test pursuant to  
22 Section 60640.

23 (3) Graduation rates, when the methodology for collecting this  
24 data has been confirmed to be valid and reliable.

25 (4) In addition, a school may use locally developed  
26 assessments to assist it in determining the pupil progress in  
27 academic literacy and achievement.

28 (c) The report on the quality of staff component shall include,  
29 but not be limited to, the following information:

30 (1) The number of teachers at the schoolsite holding a valid  
31 California teaching credential or district or university intern  
32 certificate or credential compared to those teachers at the same  
33 schoolsite holding a preintern certificate, emergency permit, or  
34 waiver.

35 (2) The number and ratio of teachers across the district holding  
36 a valid California teaching credential or district or university  
37 intern certificate or credential compared to those holding a  
38 preintern certificate, emergency permit, or waiver.

1 (3) The number of principals having completed training  
2 pursuant to Article 4.6 (commencing with Section 44510) of  
3 Chapter 3 of Part 25.

4 (4) The number of principals by credential type or years of  
5 experience and length of time at the schoolsite by years.

6 (d) The report on the parental involvement component shall  
7 include explicit involvement strategies being implemented at the  
8 schoolsite that are directly linked to activities supporting pupil  
9 academic achievement and verification that the schoolsite has  
10 developed a school-parent compact as required by subdivision (c)  
11 of Section 51101.

12 (e) All comparisons made in the reports required pursuant to  
13 this section shall be based on baseline data provided by the  
14 district and schoolsite in the action plan that is certified and  
15 submitted with the initial application.

16 (f) To the extent that data is already reported to the  
17 Superintendent of Public Instruction, a school district need not  
18 include the data in the reports submitted pursuant to this section.

19 (g) Before submitting the reports required pursuant to this  
20 section, the school district shall, at a regularly scheduled public  
21 meeting of the governing board, review a participating school's  
22 progress towards achieving those goals.

23 SEC. 2. This act is an urgency statute necessary for the  
24 immediate preservation of the public peace, health, or safety  
25 within the meaning of Article IV of the Constitution and shall go  
26 into immediate effect. The facts constituting the necessity are:

27 In order to ensure that pupils in high priority schools have  
28 sufficient textbooks and instructional materials at the earliest  
29 possible time, it is necessary that the act take effect immediately.